

A FOLLOW-UP STUDY OF A GROUP  
OF MENTALLY RETARDED CHILDREN WHO  
LEFT THE SPECIAL CLASSES IN A LARGE  
INDUSTRIAL CITY DURING THE YEARS  
1931-1941

MARY T. DONAHUE

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A FOLLOW-UP STUDY OF A GROUP OF MENTALLY RETARDED  
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LARGE INDUSTRIAL CITY DURING THE YEARS  
1931-1941

THESIS

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Gift of M.T. Donahue  
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## CHAPTER ONE

### THE PURPOSE, NEED, AND SCOPE OF THE STUDY

The purpose of this study is to discover what social, economic, and vocational adjustments have been made by a group of mentally retarded children who left the special classes in a large industrial city from June, 1931 to June, 1941.

Specific purposes of the study are:

1. To measure the extent to which we are meeting the needs of these retarded children.
2. To determine the percentage of special class children who are socially, economically and vocationally successful in the community.
3. To determine the need for guidance in the special classes, and to counsel present students more wisely in the light of data obtained.
4. To give impetus to the organization of an efficient placement system, if it should be found necessary, to bridge the gap between school and industry.

The following factors justify the need of such a survey in this particular city:

1. During this period, 1931 to 1941, the teachers appointed to the special classes were not trained special classes teachers.





2. The center was a "dumping ground" for institutional cases and discipline problems.
3. Little vocational training was offered although there was an excellent opportunity to train these children for a place in the community's numerous industries.
4. There was no guidance program and little follow-up work was done at the center.
5. Only a small proportion of the people in the community knew of the existence and purposes of the center.

The center has a total of six classes, accommodating 75 pupils at present and is located just a short distance from the business district in a school that also houses high school freshmen. The original center (1927-1934) consisted of eight classrooms and accommodated 155 students. So bad was the stigma attached to the latter, that the pupils who attended the center were subjected to the ridicule, not only of other children, but of adults who thought it was a place for children who were deranged. The present set-up is by far the better, the only drawback being that many of the special class children are still ashamed to say they are in "special" and say they are freshmen in high school.

The children of the city are referred to the principal of the special class center to be tested by the Massachusetts Traveling School Clinic for placement in the center.





Criteria for referral and placement may be for:

1. Mental retardation as indicated by low mental test scores.
2. Severe educational retardation.
3. Personality and social maladjustment related to mental retardation.
4. Lack of adjustment in the regular school. This probably explains the placement of discipline problems in the center although they have I.Q.'s of from 85-100.
5. Parental consent. This is the exception rather than the rule.

The children, representing all nationalities with Italian predominating, come from all sections of the city and are provided with bus tickets as there are no school buses. Of the six classes, only one is set aside for girls, so here a wide range is found both in I.Q. and Chronological Age.

Besides the academic work suitable for their level of intelligence, the girls have sewing and varied forms of hand-work, but no provision is made for cooking. The girls remain in this same classroom until they have reached the compulsory age of sixteen years. The other five classes are for boys, permitting a somewhat homogeneous grouping and making a series of promotions possible. Only one shop, a small one, is provided for woodworking, and each class receives four periods of





shop a week. No other industrial arts course is offered. When a boy reaches the fifth level, he can go no further, so remains in this class until he is ready to leave school, because there is no trade or vocational school available that will admit special students.

The special center has the following objectives and aims:

1. To teach habits of healthful living.
2. To teach accuracy in the fundamental detail of work.
3. To develop self-expression and self-control, qualities necessary for social efficiency.
4. To develop proficiency in academic subjects to the level of each child's intellectual capacity.
5. To develop acceptable social patterns, personal behavior patterns, and community attitudes.
6. To teach these children to be useful members of the social group.
7. To develop those qualities necessary for success, such as, perseverance, reliability, originality, self-reliance, courage, courtesy, respect for others, and pride and satisfaction in work well-done.

Surveys made by the National Committee for Mental Hygiene have shown that at least 500,000 children in the public schools are so handicapped mentally that they cannot profitably follow the ordinary course of study. These children need special class training, yet provisions have been made for only





about 10% of this number.

When Committees of the White House Conference of Child Health and Protection<sup>1</sup> tell us that "it is generally conceded that at least 2 per cent of the pupils in the elementary grades are mentally retarded to such a degree that they require special education to make the most of their possibilities," we are forced to recognize the tremendous burden which society will have to bear if it fails to provide through the schools the type of special instruction which will make of these children self-controlled, self-supporting citizens.

Massachusetts made provision for its mentally deficient school children by enacting a law in 1919 which requires cities or towns having ten or more children who are three years retarded in mental development, to organize and maintain special classes for their instruction. This law, amended in 1922 and in 1931, is now known as Chapter 71, Section 46 of the General Laws.

Baker<sup>2</sup> states that since special classes do not exercise any magical process by which retarded children become more intelligent, the mere placement in "special" does not solve the problem. What is needed, however, is an evaluation of

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<sup>1</sup>Special Education: The Handicapped and the Gifted. The Century Company, New York. P. 439.

<sup>2</sup>Baker, Harry J., Introduction to Exceptional Children. MacMillan Company, 1944, New York. P. 242.





individual abilities and a curriculum that is suited to these abilities. In the words of Lewis M. Terman:<sup>1</sup>

"We must find for each child the level where he can function successfully if we would have him escape the shocks of disappointment, the habits of failure and the resulting inactivity, day-dreaming, and the chasm between thinking and doing. If we will only take pains to fit the tasks to the capacity, every child can be taught to do certain things well and to take pleasure in doing them."

Elise Martens,<sup>2</sup> Senior Specialist in the Education of Exceptional Children, states the aims of special education when she says the school is responsible for giving to each child a training which will serve best his needs and make of him a citizen who will be willing and able to serve his community according to his talents. The school, to do this, she says, must minimize the limitations and capitalize the capacities of each child for his greatest personal happiness and his greatest service to the community.

The problem of mentally deficient children finally reduces itself to economic and vocational considerations. Chronologically, the feeble-minded child matures as quickly as the normal child, but once he is in his teens, the question arises, "What can he do when he must leave school?" The time of leaving school, securing work and adjusting in industry is

---

<sup>1</sup>Terman, Lewis M., The Hygiene of the School Child. Houghton Mifflin Company, New York, 1914. P. 310.

<sup>2</sup>Martens, Elise H., Teachers Problems with Exceptional Children. Pamphlet No. 49, Washington, D. C.: U. S. Government Printing Office. P. 1-4.





an exceedingly difficult period for normal boys and girls; for the mentally deficient, it is much more difficult and is a time when they need expert guidance and supervision. Where the after-care work has been well-organized, the records of adults who were former special class pupils are very encouraging. It is often the timely help and guidance of social workers that has prevented many of this group from becoming social failures.

The sum total of mental deficiency is a terrible burden economically and socially for society to carry. But, as Dr. George L. Wallace,<sup>1</sup> Superintendent of the Wrentham State School, says, "If society does not keep the mentally deficient children busy in a constructive way during the whole of their lives, they, in a destructive way will keep society busy during their adult lives." "A person who is physically fit, socially and morally minded, industrially capable of even the simplest job, able to give expression to whatever talents he may possess, and withal of a contented spirit is the vision we must have for the retarded child grown up."<sup>2</sup> Large sums of money are spent in planning and carrying out the training of mentally deficient school children and all that society asks in return is that these children be self-supporting,

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<sup>1</sup>Wallace, George L., President's Address, 54th Annual Session of the American Association for the Study of the Feeble-minded. Washington, D. C., May 5-7, 1930.

<sup>2</sup>Martens, Elise H., Teachers Problems with Exceptional Children. Pamphlet No. 49, Washington, D. C.: U. S. Government Printing Office. 1934. P. 21.





respectable members of the community. If the goals of special education have been attained, the child will have been trained so that he is socially acceptable and he will have acquired vocational skills that will help him perform duties incidental to his employment. But, are these goals always attained in all special classes, and do we send our special class students into the world equipped with the habits, attitudes and abilities which will make them an asset to our democracy? In an effort to answer this question for a particular community, the writer has sought out and traced these 115 boys and girls who left the special classes over 16 years ago, to find the following information:

1. What percentage of the group is self-sufficient, and what percentage has failed?
2. What is their marital status?
3. What proportion served in World War II?
4. What per cent was declared unfit for service? Why?
5. What percentage has court records, the number and the kinds of offenses?
6. In what kinds of jobs are they successfully employed?

Trampton and Rowell, *Education of the Handicapped*. World Book Company, Tenkers-on-Harvard, New York, 1936. P. 187.

Sholey, Dr. Helen Y. and Hart, Norrell, *Psychological Survey School Children*. Helen S. Trachtenberg Foundation, Warden, N.Y., 1937. P. 17.





## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### PREVIOUS FOLLOW-UP STUDIES OF SUBNORMAL INDIVIDUALS.

In the United States, the first special class for the mentally handicapped grew out of classes for incorrigibles and truant boys. By 1911, the U. S. Office of Education reported such classes in 220 cities.<sup>1</sup> The first such class was established in Providence in 1896. Other cities followed with Springfield organizing such classes in 1897; Chicago, 1898; Boston, 1899; New York City, 1900; Philadelphia, 1901; and Los Angeles, 1902.

Surveys of the after-careers of mentally deficient pupils discharged from special classes have revealed a relatively high degree of earning power on the part of the individuals who have been diagnosed as feeble-minded. These surveys have also revealed in a new light the vocational possibilities of subnormal individuals.

In 1921, Dr. Helen T. Wooley and Hornell Hart<sup>2</sup> conducted a survey of 208 retarded children who had left the Cincinnati special classes. It was found that a large number obtained

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<sup>1</sup>Frampton and Rowell, Education of the Handicapped. World Book Company, Yonkers-on-Hudson, New York, 1938. P. 185-187.

<sup>2</sup>Wooley, Dr. Helen T. and Hart, Hornell, Feebleminded Ex-School Children, Helen S Trounstone Foundation, Cincinnati, Ohio. Vol. 1, No. 7, April, 1921. 27 pp.





work in the factories and as messengers. Thirty-three per cent of the group had court records at some time. The recommendations set forth in this study make it valuable even today, 26 years after publication. They are:

1. Place retarded children in special classes as early as possible.
2. Only children who are educable to some degree should be given the advantages of special class training.
3. Accurate and detailed records should be kept on these children.
4. A social case history should be obtained on each child as soon as possible.

In a study of 100 feeble-minded girls with a mental age rating of 11 years or over, done by Dr. George L. Wallace,<sup>1</sup> in 1922, it was found that these children have very little foresight in their planning. They are largely creatures of impulse, acting on the whim of the moment, and while they gradually acquire knowledge by constant repetition, very few are able to do satisfactory work without constant supervision. The study also found that truthfulness or untruthfulness is of no great significance to these children, whichever is most

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<sup>1</sup>Wallace, George L., A Report of a Study of 100 Feeble-minded Girls with a Mental Age Rating of 11 Years or Over. Address given at the 46th Annual Session of the American Association for the Study of the Feeble-minded. St. Louis, Missouri, 1922.





convenient will be used. Of the girls paroled from the Wrentham State School, 25% have adjusted with a fair degree of success. This, the study feels is due to the great amount of supervision they have received. One of the conclusions of the study is that these girls and the group they represent should be prevented from assuming the responsibility of motherhood. Of the group of 100 girls, 42 illegitimate children were born: 24 bore 1 illegitimate child; 6 bore 2 illegitimate children; and 2 bore 3 illegitimate children.

Another study that found there were many social problems among the mentally deficient was done in 1923 by V. V. Anderson and Flora M. Fearing.<sup>1</sup> They studied 322 special class pupils of Cincinnati, and although they found a good percentage had made satisfactory adjustment, they also discovered there were many social problems among this group.

The most important investigation and demonstration in the study of the feeble-minded was made by Dr. Charles Bernstein, Superintendent of the State School for the Feeble-minded in Rome, New York. His vision and constructive effort demonstrated that the higher grade of feeble-minded individuals can be trained for productive labor in industrial, agricultural, and domestic fields.

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<sup>1</sup>Anderson, V. V. and Fearing, Flora M., A Study of the Careers of Three Hundred Twenty-Two Feeble-minded Persons. National Committee for Mental Hygiene, New York, 1923. 31pp.





O'Shea<sup>1</sup> quotes him in his book thus:

"We are convinced as a result of our experience for 14 years in colony and parole work with boys, and 6 years with girls, that such boys and girls can render themselves self-supporting even to the extent of paying for their own supervision; and where girls can earn, as many of these girls do, as much as \$14.00-\$21.00 a week, society has no moral right to deprive the community or the individual of such opportunity for service."

Burt<sup>2</sup> found that the turnover was always higher for the brightest and dullest workers. The mentally retarded showed themselves to be the least dissatisfied on inspection jobs where the work is repetitive and monotonous.

That there were long periods of idleness and that a large number of jobs held by special class pupils were of short duration was found in a study by Harold P. Thomas<sup>3</sup> of 88 boys and 44 girls who had left the Auxiliary (Special) Classes in Springfield, Massachusetts, from 1923-1928. He stressed the need for a job placement teacher and closer relationship between employers and the school.

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<sup>1</sup>O'Shea, M. V., The Child: His Nature and His Needs. Children's Foundation, New York. 1924. P. 247.

<sup>2</sup>Burt, H. E., Principles of Employment Psychology. Houghton-Mifflin Company, Boston, 1926.

<sup>3</sup>Thomas, Harold P., The Employment History of Auxiliary Pupils 16-21 Years in Springfield, Massachusetts. Proceedings and addresses of the 53rd annual session of the American Association for the Study of the Feeble-minded. 1928. P. 132-148.







In 1930, Beckman's<sup>1</sup> study of laundry employees showed that excellent workers have an average mental age of nine; that there is little difference in intelligence of good, fair and poor workers. Beginning with the seventh or eighth mental age level, he found it possible to delegate some responsibility to employees. Mental ages of 10-12 were found to be capable of routine of a high type and a considerable amount of responsibility could be placed on both sexes at the eighth year mental age level.

In 1931, Edgar Doll<sup>2</sup> reported on a survey of 42 individuals on parole from the Institution at Vineland, New Jersey. He found 51% of this limited number to be successful.

One of the most comprehensive studies on after-careers of special class students was made by Alice Channing<sup>3</sup> in 1932, conducted by the Children's Bureau of the Department of Labor. The purpose of the survey was to find the vocational adjustment made by mentally deficient boys and girls, and to compare the adjustment of those trained in institutions. The

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<sup>1</sup>Beckman, A. S., Minimum Intelligence Levels for Several Occupations. Personnel Journal, IX, 1930.

<sup>2</sup>Doll, Edgar A., Social Adjustment of the Mentally Sub-normal. Journal of Educational Research. Vol. 28, P. 36-44. September 1934, May 1935.

<sup>3</sup>Channing, Alice, Employment of Mentally Deficient Boys and Girls. U. S. Department of Labor, Children's Bureau, Bulletin No. 210, Government Printing Office, Washington, D. C. 1932. 69 pp.





group was drawn from seven large cities as follows: Rochester, 210 pupils; Newark, New Jersey, 181; Detroit, 391; Cincinnati, 81; Oakland, California, 38; San Francisco, 29; and Los Angeles, 19, making a total of 603 boys and 346 girls or 949 in all. These students had all been out of school at least three years. Seventy-seven per cent of the group had I.Q.'s of less than 70. Court records showed that boys with I.Q.'s of 60 or over were more delinquent than those with I.Q.'s below 60. Questioned as to how they obtained their first position, over 55% stated they had found their own jobs and 35% said they received help from relatives or friends. Ninety per cent were employed at some time after leaving school; 75% worked more than one-half the time, and 40% worked three-fourths of the time since leaving school.

The study revealed little preparation was necessary for the unskilled or semi-skilled jobs they obtained, but the habits of work these children had were aids to steady employment. The study also stressed the need of a system of placement and supervision.

In 1933, Arthur P. Lord,<sup>1</sup> Supervisor of Special Classes in Massachusetts, studied a group of mentally retarded children to determine the need for social supervision of

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<sup>1</sup>Lord, Arthur P., A Survey of 449 Special Class Pupils. Journal of Educational Research, 27:108-14, September, 1933, May, 1934.





children under 21 years of age, who formerly attended special classes. He compared the results obtained from a group of 230 children who had left special classes against results from 219 still in school. He found that 73% of the out-of-school group had made adequate vocational adjustment; 22% were found to have made good, but at the time the survey was made, opportunities were lacking for the type of work for which they were trained. The in-school group showed an average I.Q. of 70 with 152 of the 219 ranging from 60-79 I.Q. The out-of-school group showed an average I.Q. of 66 with 179 of the 230 within the 65-79 I.Q. range. The out-of-school group showed 18% delinquency and the in-school group, 21%. Of the 230 out-of-school cases, only 3.9% were found inadequate; 23%, adequate, but opportunities lacking; 13%, satisfactory work at home; 5.6%, no earning capacity, and 9.8%, opportunity lacking (uncertain). The inadequate group was made up of children with I.Q.'s in the lower range, below 50 I.Q. Of the 95 employed in industry and commerce, the average length of time on their particular jobs was 1.1 years, indicating the theory that persons of this mentality are irresponsible is not true. Salaries ranged from \$4.00-\$25.00 a week. Many of the people in the out-of-school group reported that often, in both social and vocational relations, they felt the need of some person to whom they could go for advice and help. Noteworthy conclusions of this study are:





1. The in-school group needs guidance more than the out-of-school group.
2. Delinquency is not a characteristic of this group.
3. A surprisingly large number of special class pupils are successful socially and vocationally.
4. Visiting teachers should be employed for the in-school group to make home contacts, advise parents and render social and prevocational guidance.

Florence Dunlop,<sup>1</sup> in a follow-up study of special class boys in Ottawa, Canada, done in 1935, found that the majority of delinquents appeared in court only once.

Fifty-four per cent of the mentally deficient children who had attended the Woods School were found to be well adjusted in every way in a study done by Charlotte Graves<sup>2</sup> in 1939.

Fifty-five per cent of the 84 subnormal girls in adjustment classes who were 15-16 years and unable to complete

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<sup>1</sup>Dunlop, Florence S., Subsequent Careers of Non-Academic Boys. Ottawa: National Printers, Limited, 1935. 93pp.

<sup>2</sup>Graves, Charlotte, Twenty-five Years of Progress at the Woods School. Review of Educational Research, 6: 83-95, December, 1939.





grammar school, were found capable of employment in industry in a study done by Theodora Abel.<sup>1</sup>

Roberta M. Kellogg<sup>2</sup> surveyed the vocational, social and personal adjustment made by 100 boys who had spent some time in the special classes in Newton, Massachusetts. She found 82% had worked at some time and 5% had never worked. Thirty-five per cent had court records. Most of the jobs held were unskilled. This study recommended keeping accurate records and maintaining a placement bureau and a guidance department.

Brophy<sup>3</sup> found that the most significant phase in the curriculum of these retarded boys and girls was training in oral and written applications for jobs. The study showed that the future for mentally retarded children can be greatly improved if the importance of meeting a prospective employer is stressed. Frequent drills on proper approaches and interviews was found to be essential so that ultimately the child realizes his improvement and need to compete with his fellowmen.

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<sup>1</sup>Abel, Theodora, A Study of a Group of Subnormal Girls Successfully Adjusted in Industry and Community. American Journal of Mental Deficiency, 45: 66-72, July, 1940.

<sup>2</sup>Kellogg, Roberta M., A Follow-up Study of 100 Males Who Spent Some Time in the Special Classes in the Public Schools of Newton, Mass., Unpublished Master's Thesis, B. U. School of Education, 1941. 95 pp.

<sup>3</sup>Brophy, C., Vocational Possibilities for Mentally Retarded. Journal of Exceptional Children, Vol. 10, December 1943. P. 85-87.





The conclusion states that application blanks from as many industries as possible should be used, also social security, workman's compensation and old-age pension data.

Thorleif Hegge<sup>1</sup> found in 1944 in a study of 177 paroles who had left the Wayne County Training School at Northville, Michigan, in 1941-42, that they had adjusted well.

Two other studies of importance were done in 1944; Hopkinson,<sup>2</sup> found that mentally deficient children were capable of taking their place in the manufacture of plastics, and Rebecca McKeon<sup>3</sup> found that 23% of the jobs held by her former pupils were helpers jobs; 17.5% were in delivery service; 11% were drivers; 10.3% were machine operators; 7% were on government projects and the remaining 13.2% included 13 occupations.

Lowell Kingsley<sup>4</sup> in a study in 1945 of 600 defectives inducted into the service but later rejected for failure to meet the minimum mental and literacy standards, found 95%

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<sup>1</sup>Hegge, Thorleif G., The Occupational Status of Higher-Grade Mental Defectives in the Present Emergency. American Journal of Mental Deficiency, 49: 86-98. July, 1944.

<sup>2</sup>Hopkinson, Hilda May, Vocational Training in Plastics. Unpublished Master's Thesis, Boston University School of Education, 1944.

<sup>3</sup>McKeon, Rebecca M., A Follow-up Study of Special Class Boys Who Attended the Ledge Street School at Worcester, Mass. Unpublished Master's Thesis, B. U. School of Education, 1944.

<sup>4</sup>Kingsley, Lowell V., and Hyde, Robert M., The Health and Occupational Adequacy of the Mentally Deficient. The Journal of Abnormal and Social Psychology. 40: 37-46, January 1945.





employed. This group also showed social responsibility and economic sufficiency.

Margaret Zerba and Lida Edwardson,<sup>1</sup> in a follow-up study of students leaving the special classes in the schools of Tacoma, Washington, from September, 1922 - June, 1931, found that correct habits and attitudes must be stressed with these children. The study surveyed 272 former pupils, 17-35 years chronologically.

The effect of the correct curriculum is shown in a study done by Sylvia Finkley,<sup>2</sup> in 1946. She describes the program in operation in Junior High School 81, New York, since 1942, which is "solving the many problems that formerly existed in the tension area in which the school is located." The study also concluded that children who are mentally retarded can be trained to be self-supporting, self-respecting citizens.

Another study which tells of the development of the program for this type of child, is one done by Albert Dosik,<sup>3</sup> which states the minimum essentials of curriculum, projects used, improvement in pupils' achievement and shop activities

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<sup>1</sup>Zerba, Margaret Kirk, and Edwardson, Lida Smith, Careers of Non-academic Pupils, Journal of Exceptional Children. Vol. 11, October 1944, May 1945, P. 215-218.

<sup>2</sup>Finkley, Sylvia, The CRMD Unit in a Four-Track School. High Points, 28: 60-66; May, 1946.

<sup>3</sup>Dosik, Albert, The CRMD Goes to High School. High Points, 28: 34-39, October, 1946.





in the Food Trades Vocational High School, New York. The conclusion drawn was, "A mental and emotional readjustment did take place as these boys and girls found happiness in successfully doing things."

A complete program of special education as drawn by Chris DeProspero<sup>1</sup> included (1) school training, including guidance; (2) initial classification and placement; (3) social and industrial supervision; (4) retraining and replacement.

A complete guidance program, as prepared by Elizabeth M. Kelly, includes:

- (1) Counseling
- (2) Preparation for work situation
- (3) Placement in a job
- (4) Follow-up.

She states that personnel managers suggest that work habits essential for success are alertness, ability to follow directions, accuracy, neatness, steadiness, reliability, and ability to take orders. The study concludes that the place of the mentally retarded depends on the richness and adequacy of the program offered them.

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<sup>1</sup>DeProspero, Chris J., A Complete Social Program for the Mentally Retarded. American Journal of Mental Deficiency, 51: 115-22, July, 1946.

<sup>2</sup>Kelly, Elizabeth M., Preparation of the Mentally Handicapped Child for the Post-War World. Journal of Exceptional Children. Vol. 10, October, 1943, May, 1944. P. 146-150.





The work of Bernardine G. Schmidt<sup>1</sup> is worthy of note. Her claims of having raised the I.Q.'s of feeble-minded children have received much publicity. She studied 254 boys and girls between the ages of 12-14 years, all of whom had been originally classified as feeble-minded on the basis of clinically administered intelligence tests. The I.Q.'s of these children ranged from 27-69 with a mean I.Q. of 51.7. An experimental educational program was planned to provide school experiences which would help meet the needs of these boys and girls while in school and to prepare them for competent adjustment in the post-school period. The growth and adjustment of the children who had participated in the experimental program were compared with those of a control group equaled on the basis of original I.Q., amount of previous school experience, initial academic achievement, sex and socio-economic background. Each child in the study spent three years in the experimental special centers. In addition to the inschool period, the evaluation was extended over a five year postschool period.

At the close of the inschool period, the group showed an average gain of three years, eight months in composite academic achievement, the author states. In test intelligence, as measured by periodic clinical retests, individual over-all

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<sup>1</sup>Schmidt, Bernardine G., The Rehabilitation of Feeble-minded Adolescents. School and Society, 62: 409-412. December 29, 1945.





changes over the entire 8 year period ranged from a drop of four I.Q. points to a gain of 71 I.Q. points. The mean overall change for the entire group was 40.7 I.Q. points. Only 7.2% of the original group was still feeble-minded. The group showed improved personal adjustment, improved personal appearance, increased responsibility for personal activities. In the control group, little change was found in the areas investigated. The I.Q. change ranged from a gain of 4 I.Q. points to a loss of 22 I.Q. points. The mean I.Q. of the control group was a drop of 3.6 I.Q. points.

In a study of this kind, definite conclusions cannot be drawn because of the small population used. The many variables, such as the change in sibling relationships, in parent-teacher or parent-child relation, or any combination of these factors must have influenced the resultant changes in behavior.

4. Mentally retarded children should be placed in special classes as early as possible.
5. Large percentages of these children obtain their own jobs or get them through relatives or friends.
6. The special class children in school need guidance more than those out of school.





### SUMMARY OF THESE STUDIES.

All of these studies deal with mentally retarded children who had been in institutions or in special classes. On the NEGATIVE side, two studies found that these children present many social problems to the school and community. One study found that mentally retarded children go through long periods of idleness and the jobs they obtain are of short duration.

On the POSITIVE side, each of the studies gives evidence of agreement on the following points:

1. Mentally retarded children need sympathetic understanding and systematic guidance.
2. Successful adjustment was found for over 50% of the number studied in each survey.
3. A job placement teacher is needed for special class children and a system of placement, guidance and supervision is necessary.
4. Mentally retarded children should be placed in special classes as early as possible.
5. Large percentages of these children obtain their own jobs or get them through relatives or friends.
6. The special class children in school need guidance more than those out of school.





7. Delinquency is not a characteristic of the group.

8. It is necessary to stress correct habits and attitudes with these children.

9. Success depends largely on the adequacy and richness of the curriculum offered these children.

CHAPTER THREE  
THE FOLLOW-UP OF THE STUDY

left over from the study. Being a special class teacher, the writer was interested in the special class being in this particular community. Only a small proportion of people in the community knew of the existence and purpose of the center, and those who did, referred to it as quiet boys. Knowing the attitude of the adults in the community and the resulting shame of students who of necessity had to attend the center, the writer decided to survey children who had left this school to see if they had adjusted socially, academically and vocationally, regardless of the attitude of the community.

From June, 1931 through June, 1941, approximately 350 boys and girls had left the special classes in this industrial city. Names of these former pupils were on file at the principal's office and from this list every other name was selected. The principal was a little reluctant at first to open her files to the writer when she learned that it meant a personal interview with each student. She expressed fear that the people involved might not like to answer questions about their personal life, and above all, she expressed the belief





### CHAPTER THREE

#### THE PROCEDURE OF THE SURVEY

As stated in Chapter two, surveys of students who have left special classes in many cities have brought forth many worthwhile findings and conclusions. Being a special class teacher, the writer was interested in the special class center in this particular community. Only a small proportion of people in the community knew of the existence and purposes of the center, and those who did, referred to it in quiet tones. Knowing the attitude of the adults in the community and the resulting shame of students who of necessity had to attend the center, the writer decided to survey children who had left this school to see if they had adjusted socially, economically and vocationally, regardless of the attitude of the community.

From June, 1931 through June, 1941, approximately 280 boys and girls had left the special classes in this industrial city. Names of these former pupils were on file at the principal's office and from this list every other name was selected. The principal was a little reluctant at first to open her files to the writer when she learned that it meant a personal interview with each student. She expressed fear that the people involved might not like to answer questions about their personal life, and above all, she expressed the belief





that they would not admit ever having been in "special." Finally, after being assured that the names of the children or the name of the community would not be used in the study, she allowed the writer to use her files and take the risk of approaching former pupils.

Taking every other name on file, the writer had 140 names with which to start the survey. Addresses were checked through the city directory, telephone book and neighbors. Of these 140 pupils, 25 had either left the city, moved to a different section of the city and couldn't be located, or had married and their marriage names were not known, as was the case with 7 girls originally selected. The group, therefore, numbered 115; 84 boys and 31 girls, representing many different nationalities, with a wide I.Q. range, and coming from all sections of the city.

A questionnaire seemed to be the best way of surveying such a group, so a record blank was prepared for each pupil. The questionnaire used is presented as follows:

1. Name ..... I.Q. ....
2. Date of birth .....
3. Address .....
4. Nationality .....
5. Year left special .....
6. Number of years in special .....
7. Age at leaving school .....





8. Academic level reached .....
9. First job ..... How obtained .....  
Salary .....
10. Number of jobs held .....
11. Job held at time of the survey .....  
Salary .....
12. Marital Status ..... Number of children ...
13. Status during World War II .....

The answers to the first 8 questions were obtained from information on file at the principal's office. The only way to obtain accurate answers to questions 9 through 13 was to interview each one of these former pupils personally. The addresses were then grouped according to districts and visiting these homes proved not to be an arduous task but a fascinating one.

Although the principal of the center was a little skeptical as to how these young men and women would react to the questioning, the majority of them were most cooperative. Some, however, were reluctant to say they had been in "special," and others gave numerous reasons to justify their placement there. One boy said, "The teachers never liked me, so they put me in "special"; and another said, "I never cared much about learning, anyway."

Many of these former pupils, now married, cordially invited the writer into their homes which were for the most part





well-furnished, although they were not located in very good districts. A sign of this post-war period and the shortage of homes was evident in the large number of people crowded into 5 and 6 room tenements. Many of these young men and women, together with married brothers and sisters and their families, were living at home with their mothers because apartments and tenements were not available, or prices were exorbitant.

Although some were most cordial, others answered the questions from the doorway or hallway. One former pupil, a pretty blonde girl, was very proud as she told the writer that she had won first prize in a beauty contest held in the city four years ago.

Many were questioned at their places of employment as inconspicuously as possible because it was impossible to find them at home, and their parents could not speak English.

The families of those now in reform schools or other penal institutions were not approached and most of the questions on these students were answered by the Probation Officer. Although he has held this position only a few years, through very accurate records, he was able to give an up-to-date story on each child. In some cases, he was able to give a background of the home life and juvenile and adult police records of other siblings. He expressed the opinion that only a small percentage of special class students have been brought to court. Of those who had court records, the reason could





directly be traced either to a poor home life or bad companions. In some cases, the whole family, mother and father included, had court records; others came from families where the parents were divorced; and in one case, out of 11 children, 6 had been in court and the parents had been charged with maintaining a gambling house.

Since questions 9 through 13 are answered by people who have been diagnosed as feeble-minded, too much faith should not be put in the accuracy of the statements. The salaries these people said they made was not checked, neither was the number of jobs held by each one. On the whole, an honest effort was made to give correct, accurate answers, but the writer knows of a few cases in which the salary is exaggerated.

Only through the cooperation of the Superintendent of Schools, the Principal of the special center, the Clerk of Courts and the Probation Officer was it possible to gather the data to make this survey.



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## CHAPTER FOUR

FINDINGS OF THE SURVEYGENERAL DATA:

Of the 115 people in the study, 31 were girls and 84 were boys. This is in accordance with the findings of Spaulding and Kvaraceus<sup>1</sup> that boys outnumber girls two to one in special classes.

At the time of the investigation, as shown in Table I, Page 31, of the 31 girls studied, 18 were employed; 4 were unemployed; 2 were in reform school; 6 were at home, and the whereabouts of one was unknown. The charges preferred against the two in reform school were vagrancy, larceny and assault and battery. The girl who is listed as "unknown" has been missing from home for the past seven weeks and is being sought on a surrender warrant for assault on her boy friend's mother. She has a previous record and was in reform school for two years (1941-1943). Of the six girls at home, all were definitely institutional cases with I.Q.'s ranging from 35-55 on the Stanford-Binet Scale - 1916 Form.<sup>2</sup>

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<sup>1</sup>Spaulding, W. B. and Kvaraceus, W. C., Sex Discrimination in Special Class Placement, Journal of Exceptional Children, Vol. 11, October 1944, May 1945. P. 42-44.

<sup>2</sup>Terman, Lewis M. and Merrill, Maud A., Record Booklet, Houghton-Mifflin, Boston, 1916.

CHAPTER FOUR  
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Spaulding, W. B. and Kvaracsas, E. C., Sex Discrimination in Special Class Placement, Journal of Exceptional Children, Vol. 11, October 1944, pp. 12-14.  
Stern, Lewis M. and Merrill, Maud A., Record Booklet, Houghton-Mifflin, Boston, 1916.



TABLE I

WHEREABOUTS OF THE 31 GIRLS AT THE TIME OF THE  
INVESTIGATION

	<u>Number</u>	<u>Per cent</u>
Employed	18	58.0
Unemployed	4	12.9
In Institutions:		
Reform	2	6.4
At home	6	19.5
Unknown	<u>1</u>	<u>3.2</u>
Total	31	100.0%

Of the 84 boys in the study, 55 were employed; 11 were unemployed; 4 were in the service, and 9 were institutionalized. Of the 8 in corrective institutions, 2 were committed for life as defectives; one was serving an indefinite sentence in a reformatory for an armed break while in the service; one was diagnosed as a sexual psychopath and was serving a life sentence for statutory rape; one received a 5-10 year sentence for abduction, and three were serving sentences of from 1-3 years for lewdness, assault and battery, receiving stolen goods, and malicious damage to private property. One was being treated for Tuberculosis at a T. B. Sanatorium. The five at home were again institutional cases with I.Q.'s

TABLE I  
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	Number	Per cent
Employed	18	58.0
Unemployed	4	12.9
In Institutions: Reform	2	6.4
At home	6	19.3
Unknown	1	3.2
Total	31	100.0

Of the 84 boys in the study, 55 were employed; 11 were unemployed; 4 were in the service, and 9 were institutionalized. Of the 8 in corrective institutions, 2 were committed for life as delinquents; one was serving an indefinite sentence in a reformatory for an armed break while in the service; one was diagnosed as a sexual psychopath and was serving a life sentence for statutory rape; one received a 5-10 year sentence for abduction, and three were serving sentences of from 1-3 years for larceny, assault and battery, receiving stolen goods, and malicious damage to private property. One was being treated for tuberculosis at a U. S. Sanatorium. The five at home were again institutional cases with I.C.'s



ranging from 36-48, according to the Binet Intelligence test.<sup>1</sup>

TABLE II

WHEREABOUTS OF THE 84 BOYS AT THE TIME OF THE  
INVESTIGATION

	<u>Number</u>	<u>Per cent</u>
Employed	55	63.5
Unemployed	11	13.0
Army	4	4.8
In Institutions:		
Reform	8	9.5
T. B.	1	1.3
At home	<u>5</u>	<u>5.9</u>
Total	84	100.0%

The frequency distribution of the I.Q.'s of the girls is represented in Table III, Page 33. The range was from 35-90. The central group fell between 60-65 I.Q., with a mean I.Q. of 64.04. Above 80 I.Q. there was one (3.2%) and below 50 I.Q. there were six (5.16%).

<sup>1</sup>Terman, Lewis M. and Merrill, Maud A., Record Booklet, Houghton-Mifflin, Boston, 1916.

ranging from 36-48, according to the Binet Intelligence test.

TABLE II  
WHEREABOUTS OF THE 84 BOYS AT THE TIME OF THE  
INVESTIGATION

Per cent	Number	
63.5	53	Employed
13.0	11	Unemployed
4.8	4	Army
9.5	8	In Institutions: Reform
1.3	1	T. B.
2.9	2	At home
100.0	84	Total

The frequency distribution of the I.Q.'s of the girls is represented in Table III, page 33. The range was from 35-90. The central group fell between 60-65 I.Q., with a mean I.Q. of 61.04. Above 80 I.Q. there was one (3.2%) and below 50 I.Q. there were six (7.1%).

<sup>1</sup>Terrell, Lewis M. and Merrill, Maud A., Record Booklet, Houghton-Mifflin, Boston, 1916.



TABLE III

FREQUENCY DISTRIBUTION OF THE I.Q.'S OF  
THE 31 GIRLS IN THE SURVEY

<u>I.Q.'s</u>	<u>Number</u>
35-40	1
40-45	2
45-50	3
50-55	3
55-60	3
60-65	8
65-70	5
70-75	4
75-80	1
80-85	0
85-90	<u>1</u>
Total	31
Mean I.Q.	64.04
S.D.	7.30

The one girl with an I.Q. over 80 was employed as a salesgirl in a department store. Of the six at the other end of the scale, five were totally dependent upon their parents for support, and one (48 I.Q.) helped out in her father's grocery store.

TABLE III

FREQUENCY DISTRIBUTION OF THE I.Q.'S OF  
THE 31 GIRLS IN THE SURVEY

<u>I.Q.'s</u>	<u>Number</u>
35-40	1
40-45	2
45-50	3
50-55	3
55-60	3
60-65	8
65-70	5
70-75	4
75-80	1
80-85	0
85-90	1
Total	31
Mean I.Q.	64.04
S.D.	7.30

The one girl with an I.Q. over 80 was employed as a salesgirl in a department store. Of the six at the other end of the scale, five were totally dependent upon their parents for support, and one (43 I.Q.) helped out in her father's grocery store.



The frequency distribution of the I.Q.'s of the 84 boys in the study is shown in Table IV, Page 34. The I.Q.'s ranged from 37-90, the greatest central group falling between 60-75 I.Q. There were 14 (16.6%) with I.Q.'s of 80-90, and 6 (7.14%) with I. Q.'s below 55.

TABLE IV

FREQUENCY DISTRIBUTION OF I.Q.'S OF THE  
84 BOYS IN THE SURVEY

<u>I.Q.'s</u>	<u>Number</u>
35-40	1
40-45	3
45-50	2
50-55	8
55-60	12
60-65	12
65-70	15
70-75	17
75-80	6
80-85	6
85-90	<u>2</u>
Total	84
Mean I.Q.	65.09
S. D.	6.60

The frequency distribution of the I.Q.'s of the 64 boys in the study is shown in Table IV, Page 34. The I.Q.'s ranged from 37-90, the greatest central group falling between 60-75 I.Q. There were 14 (16.6%) with I.Q.'s of 80-90, and 6 (7.14%) with I.Q.'s below 55.

TABLE IV

FREQUENCY DISTRIBUTION OF I.Q.'s OF THE  
64 BOYS IN THE SURVEY

<u>I.Q.'s</u>	<u>Number</u>
35-40	1
40-45	3
45-50	2
50-55	8
55-60	12
60-65	12
65-70	12
70-75	17
75-80	6
80-85	6
85-90	2
Total	64
Mean I.Q.	62.09
S. D.	6.60



Of the 14 with I.Q.'s of 80 or above, nine were employed as mill operatives; two were unemployed, one because of poor health, and the other had just lost work because the plant where he was employed was closed after being badly damaged by fire; one was employed as a laborer, one was a truck driver, and one was a clerk in a hardware store. On the other end of the scale, of the six with I.Q.'s below 55, one is a chauffeur, one runs a grocery store with the help of his father, one works in a shoe factory and the other three remain at home.

Taking both sexes together, the frequency distribution of I.Q.'s is from 35-90 with the central group falling between 60-75 I.Q. The mean I.Q. for the entire group is 63.60 as shown in Table V on Page 36.

Of the 115 studied as a group, the fact that 23 had I.Q.'s ranging from 35-55 or a mean I.Q. of 42.56 shows that of the children surveyed, 20.8% were institutional cases and never should have been in public school according to law.

Data as to Chronological Age is presented in Table VI, Page 37. The age range was from 21 years, 5 months to 31 years, 10 months, with a mean age of 26 years, 7 months.

Of the 14 with I.Q.'s of 80 or above, nine were employed as mill operatives; two were unemployed, one because of poor health, and the other had just lost work because the plant where he was employed was closed after being badly damaged by fire; one was employed as a laborer, one was a truck driver, and one was a clerk in a hardware store. On the other end of the scale, of the six with I.Q.'s below 55, one is a chauffeur, one runs a grocery store with the help of his father, one works in a shoe factory and the other three remain at home.

Taking both sexes together, the frequency distribution of I.Q.'s is from 35-90 with the central group falling between 60-75 I.Q. The mean I.Q. for the entire group is 63.60 as shown in Table V on Page 36.

Of the 115 studied as a group, the fact that 53 had I.Q.'s ranging from 35-55 or a mean I.Q. of 42.50 shows that of the children surveyed, 50.8% were institutional cases and never should have been in public school according to law. Data as to Chronological Age is presented in Table VI, Page 37. The age range was from 21 years, 5 months to 31 years, 10 months, with a mean age of 26 years, 7 months.



TABLE V

FREQUENCY DISTRIBUTION OF THE I.Q.'S OF  
THE 115 CHILDREN IN THE SURVEY

<u>I.Q.'s</u>	<u>Number</u>
35-40	2
40-45	5
45-50	5
50-55	11
55-60	15
60-65	20
65-70	20
70-75	21
75-80	7
80-85	6
85-90	<u>3</u>
Total	115
Mean I.Q.	63.60
S.D.	6.80





TABLE VI

FREQUENCY DISTRIBUTION OF THE CHRONOLOGICAL AGES OF  
THE 115 CHILDREN IN THE INVESTIGATION

Ages, January, 1948.				
<u>Years</u>	<u>Months</u>	<u>To</u>	<u>Years</u>	<u>Months</u>
30	11		31	10
29	11		30	10
28	11		29	10
27	11		28	10
26	11		27	10
25	11		26	10
24	11		25	10
23	11		24	10
22	11		23	10
21	11		22	10
20	11		21	10
TOTAL				115
Mean age				26 years, 7 months





### EDUCATIONAL FINDINGS:

Some of these children were sent to "special" when they were 14 or 15 years old and had outgrown the seats in the elementary grades, so remained only a year or so until they became 16. Others were recognized in the third or fourth grade as being mentally retarded and were sent to the center where they spent five, six, or seven years. Eight students (6.95%) had spent between six and seven years in the center and 11 (9.56%) had spent between one and two years. The greater number had spent more than four years in special. Table VII, Page 38, represents the data as to length of time spent in special class.

TABLE VII

#### NUMBER OF YEARS SPENT IN SPECIAL CLASSES BY 115 CHILDREN IN THE STUDY

<u>Number Years</u>	<u>Number Students</u>
1-2	11
2-3	17
3-4	29
4-5	38
5-6	12
6-7	<u>8</u>
Total	115
Mean time spent in special	4 years, 3 months





Since there is no trade or vocational school available that will admit special class students, the formal education of these children ends when they leave the center. It is therefore the responsibility of the school to see that each child works to the limit of his mental capacity in order that he may be able to take a place in the community and not leave school practically illiterate. The grade levels of achievement presented in Table VIII, Page 40, shows the range was from the second half of grade 1 through the second half of grade 4, with a median grade of III-1. The largest central group (51.3%) finished at levels between II-2 and III-2. Twenty and eighty-seven hundredths per cent failed to reach grade 2 level. This is of no great significance and can possibly be attributed to the large number of low I.Q., institutional cases in the survey. On the other end of the scale however, 19.13% failed to go further than the first or second half of grade IV level. With 14 boys having I.Q.'s of between 80-90 and one girl having an I.Q. of 87, we are lead to believe that these children were not working to capacity. This would indicate the curriculum needs appraisal and re-organization.

Massachusetts law makes 16 the compulsory school age limit and the majority (64.4%) of these children left school at this age as shown by Table IX, Page 41.





TABLE II

TABLE VIII  
GRADE LEVELS OF ACHIEVEMENT OF THE 115 CHILDREN STUDIED

<u>Grade Level</u>	<u>Number</u>
I-2	16
II-1	24
II-2	18
III-1	27
III-2	14
IV-1	13
IV-2	<u>9</u>
Total	115
Median Grade Level	III-1





TABLE IX

FREQUENCY DISTRIBUTION OF THE 115 CHILDREN WHO HAD  
LEFT SCHOOL ACCORDING TO AGE ON LEAVING AND  
NUMBER OF YEARS OUT OF SCHOOL

<u>No. Years</u> <u>Out of</u> <u>School</u>	<u>Leaving</u> <u>Under 16</u>	<u>Leaving</u> <u>at 16</u>	<u>Leaving</u> <u>Over 16</u>	<u>TOTAL</u>
16 (1931)	3	3	0	6
15 (1932)	0	4	1	5
14 (1933)	4	7	1	12
13 (1934)	2	4	1	7
12 (1935)	3	9	0	12
11 (1936)	3	7	1	11
10 (1937)	9	5	0	14
9 (1938)	4	8	0	12
8 (1939)	2	8	2	12
7 (1940)	0	9	0	9
6 (1941)	3	<u>10</u>	<u>2</u>	<u>15</u>
TOTALS	33	74	8	115
Per cents	28.7%	64.4%	6.9%	100%
Per cent leaving at 16 years of age				64.4%

*Boys Who Attended the Ledge Street School at Worcester, Mass.  
 Unpublished Master's Thesis. Boston University School of  
 Education, 1944. P. 26.*





However, the percentage leaving at 16 was not as great in this city as was found in other surveys. McKeon<sup>1</sup> found 83.25% of the Worcester group left school at 16. The following reasons may be attributed to the 28.7% leaving school before reaching 16:

1. Five of this number includes those who were sent to corrective institutions.
2. The survey took in a five-year period of depression and a five-year pre-war period.

During the former, 1931-1935, the boys who came from large families were allowed emergency working certificates at 14 if they were able to obtain jobs.

During the latter, 1936-1941, the mills and other industries were working on war orders and employed many 14-year-old boys to do odd jobs.

3. These boys obtained jobs and attended continuation school until they were 16.

The ones that remained in school after they had reached 16 (6.9%) were for the most part the low I.Q. group.

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<sup>1</sup>McKeon, Rebecca M., A Follow-up Study of Special Class Boys Who Attended the Ledge Street School at Worcester, Mass. Unpublished Master's Thesis. Boston University School of Education, 1944. P. 26.





SOCIAL FINDINGS:

Of the 84 boys in the survey 15 (17.8%) served in the armed forces; 11 in the Army; 3 in the Navy, and 1 in the Merchant Marine. Six (7.1%) had been deferred: 4 were on jobs that were considered essential and 2 were married men with families. One (1.1%) was rejected as physically inadequate because of a poor heart. Of the total group, 62 (74%) were ineligible for service; 22 (26.24%) were mentally or educationally inadequate and 30 (35.79%) were ineligible because they were not old enough and 10 (11.97%) had court records and were rejected because of administrative reasons. Table X, Page 43, represents the military status of the 84 boys studied.

TABLE X  
MILITARY STATUS OF THE 84 BOYS  
IN THE SURVEY

<u>Status</u>	<u>Number</u>	<u>Per cent</u>
In service	15	17.8
Deferred	6	7.1
Rejected		
Physically inadequate	1	1.1
Ineligible		
Mentally inadequate	22	26.24
Age	30	35.79
Court Records	<u>10</u>	<u>11.97</u>
Totals	84	100.00%





The I.Q.'s of the 15 boys who served in World War II is shown in Table XI, Page 44. They range from 67-89 I.Q., with a mean I.Q. of 81.66. The great central group fell between 77 and 84 I.Q. Of these, one (82 I.Q.) received a dishonorable discharge for an armed break while in the service and is serving 3-5 years in Concord Reformatory.

TABLE XI  
FREQUENCY DISTRIBUTION OF THE I.Q.'S OF  
THE 15 BOYS IN THE SERVICE

<u>I.Q.'s</u>	<u>Number</u>
85-89	2
80-84	4
75-79	5
70-74	2
65-69	<u>2</u>
Total	15
Mean I.Q.	81.66

Table XII, Page 45, shows the marital status of these 84 young men at the time of the investigation. The greater part of the group, 48 (57.1%) were unmarried. Twenty-nine (34.5%) were married and seven (8.4%) were divorced. The length of time they had been married ranged from nine years, ten months, to three years, four months.



The I.I. of the 12 boys who arrived in World War II is shown in Table XI, Page 41. They ranged from 07-59 to 11-11, with a mean I.I. of 81.5. The great central group fell between 97 and 104. Of these, one (84 I.I.) received a discharge for an armed assault while in the service and is serving 3-5 years in Concord Penitentiary.

TABLE XI  
PERCENTAGE DISTRIBUTION OF THE I.I. OF  
THE 12 BOYS IN THE SERVICE

I.I.	Number
70-79	2
80-89	4
90-99	2
100-109	2
110-119	2
Mean I.I.	81.5

Table XII, Page 42, shows the mental status of these 12 years as at the time of the investigation. The greatest part of the group, 10 (83.3%) were classified, Twenty-nine (11.1%) were classified and seven (58.3%) were classified. The largest time they had been married, ranged from nine years, but none to three years, four months.



TABLE XII

MARITAL STATUS OF THE 84 BOYS IN THE STUDY

<u>Status</u>	<u>Number</u>	<u>Per cent</u>
Unmarried	48	57.1
Married	29	34.5
Divorced	<u>7</u>	<u>8.4</u>
Total	84	100.00%

Of the 31 girls in the study, as shown in Table XIII, Page 45, 20 (64.5%) were unmarried; 7 (22.5%) were married, and 4 (13.0%) were divorced. Six of the 11 divorces in both boys and girls were attributed to hasty war-time marriages.

TABLE XIII

MARITAL STATUS OF THE 31 GIRLS IN THE STUDY

<u>Status</u>	<u>Number</u>	<u>Per cent</u>
Unmarried	20	64.5
Married	7	22.5
Divorced	<u>4</u>	<u>13.0</u>
Total	31	100.00%

Of those married and divorced, 21 had no children; 11 had one child; 6 had 2; 5 had 3; 2 had 4; and 2 had 5 or a total of 56 offspring in all, as shown in Table XIV, Page 46.





TABLE XIV

OFFSPRING OF THE 47 BOYS AND GIRLS WHO WERE MARRIED  
OR DIVORCED AT THE TIME OF THE STUDY

<u>Number of Children</u>	<u>No. of People Studied</u>	<u>Total</u>
0	21	0
1	11	11
2	6	12
3	5	15
4	2	8
5	<u>2</u>	<u>10</u>
Total	47	56

Because charges recorded against these boys and girls were not kept on their cumulative records, each name was individually checked with the files at the Probation Office at District Court and at the Office of the Clerk of Courts. Both juvenile offenses and police court offenses were checked and tabulated.

Twelve boys and two girls or a total of 14 (12.10%) had charges recorded against them in juvenile court. This is a much lower per cent than Kellogg<sup>1</sup> found among the Newton group (33%). In all, there were 31 charges ranging from breaking and

<sup>1</sup>Kellogg, Roberta M., A Follow-up Study of 100 Males Who Spent Some Time in the Special Classes in the Public Schools of Newton, Mass. Unpublished Master's Thesis, Boston University School of Education, 1941. 95 pp.





entering to violation of probation recorded as shown in Table XV, Page 47.

TABLE XV

CHARGES RECORDED AT JUVENILE COURT AGAINST THE  
14 OFFENDERS

<u>Offense</u>	<u>Number of Charges</u>
Breaking, entering	4
Fire alarm ringing	7
Larceny	3
Malicious damage to private property	8
Sex offenses	2
Truancy	3
Unlawful use of automobiles	2
Violation of probation	<u>2</u>
Total Number of Charges	31

Many of these juvenile law breakers were repeaters as shown in Table XVI, Page 48. Five (35.7%) had one charge; four (28.5%) had three and two (14.14%) had four charges preferred against them.

Eight of the 14 who appeared in juvenile court also had charges against them in police court. In all, 13 boys and three girls or 16 (13.91% of the group) had police court records. These included seven offenses and are given in Table XVII, Page 49.





TABLE XVI

NUMBER OF CHARGES RECORDED AT JUVENILE COURT  
AGAINST EACH OF THE 14 OFFENDERS

<u>Number of Students</u>	<u>No. of Charges</u>	<u>Per cent</u>	<u>Total Charges</u>
5	1	35.7	5
4	3	28.5	12
3	2	21.4	6
2	4	14.4	8
Total 14	10	100.00%	31





TABLE XVII

CHARGES RECORDED AT POLICE COURT AGAINST THE 16OFFENDERS

<u>Offenses</u>	<u>Number of Charges</u>	<u>Per cent</u>
Armed robbery	1	1.9
Assault and battery	9	17.3
Breaking and entering	7	13.5
Larceny	14	26.9
Lewdness	6	11.5
Sex Offenses	8	15.4
Unlawful use of motor vehicle	<u>7</u>	<u>13.5</u>
Total	52	100.00%

As in juvenile court, the charges occurring most in police court was larceny, accounting for 26.9% of the offenses. Assault and battery accounted for 17.3%, and sex offenses, 15.4%. Charges against these individuals ranged from one each to eight; five (31.55%) had one charge each; three (18.75%) had two charges recorded against them. Table XVIII, Page 50, shows the number of charges recorded against each individual at Police Court.

TABLE XVII

## CHARGES RECORDED AT POLICE COURT AGAINST THE 16

## OFFENDERS

Offenses	Number of Charges	Per cent
Armed robbery	1	1.9
Assault and battery	9	17.3
Breaking and entering	7	13.5
Larceny	14	26.9
Lewdness	6	11.5
Sex Offenses	8	15.4
Unlawful use of motor vehicle	7	13.5
Total	52	100.00%

As in juvenile court, the charges occurring most in police court was larceny, accounting for 26.9% of the offenses. Assault and battery accounted for 17.3%, and sex offenses, 15.4%. Charges against these individuals ranged from one each to eight; five (31.55%) had one charge each; three (18.75%) had two charges recorded against them. Table XVIII, Page 50, shows the number of charges recorded against each individual at Police Court.



TABLE XVIII

NUMBER OF CHARGES RECORDED AT POLICE COURT AGAINST EACH  
OF THE 16 OFFENDERS

<u>No. of Individuals</u>	<u>No. of Charges Each</u>	<u>Total No. Charges</u>
5	1	5
3	2	6
2	3	6
1	4	4
2	5	10
1	6	6
1	7	7
<u>1</u>	<u>8</u>	<u>8</u>
Totals 16		52

Some of these people were sentenced, some fined, some probationed and some had their cases filed. Table XIX, Page 51, shows the disposition of the 14 cases in juvenile and the 16 in police court.

TABLE XVIII

NUMBER OF CHARGES RECORDED AT POLICE COURT AGAINST EACH  
OF THE 16 OUTSIDERS

<u>No. of Individuals</u>	<u>No. of Charges Each</u>	<u>Total No. Charges</u>
5	1	5
3	2	6
2	3	6
1	4	4
2	5	10
1	6	6
1	7	7
1	8	8
Totals 16		52

Some of these people were sentenced, some fined, some  
probationed and some had their cases filed. Table XIX,  
Page 51, shows the disposition of the 16 cases in juvenile  
and the 16 in police court.



TABLE XIX  
DISPOSITION OF THE 14 JUVENILE CASES AND THE 16 POLICE COURT  
CASES BY THE COURT

<u>Disposal</u>	<u>Juvenile Court</u>	<u>Police Court</u>	<u>Total</u>	<u>%</u>
Sentenced	4	7	11	36.67
Probation	7	6	13	43.33
Fined	0	2	2	6.67
Filed	3	1	4	13.33
Total	14	16	30	100.00%

The next consideration is the relationship of delinquency and the level of intelligence. Table XX, Page, 51, gives the frequency distribution of the I.Q.'s of those having only one charge against them and those having more than one charge.

TABLE XX  
FREQUENCY DISTRIBUTION OF I.Q.'S OF THOSE HAVING ONLY ONE  
CHARGE AND THOSE HAVING MORE THAN ONE CHARGE

<u>I.Q.'s</u>	<u>No. having one charge</u>	<u>No. having more than one charge</u>	<u>Total</u>
55-60	1	0	1
60-65	0	2	2
65-70	3	4	7
70-75	3	5	8
75-80	6	1	7
80-85	2	2	5
Total	16	14	30
Mean I.Q.	74.13	71.21	

TABLE XIX

DISPOSITION OF THE 14 JUVENILE CASES AND THE 16 POLICE COURT CASES BY THE COURT

<u>Disposition</u>	<u>Juvenile Court</u>	<u>Police Court</u>	<u>Total</u>	<u>%</u>
Sentenced	4	7	11	36.67
Probation	7	6	13	43.33
Fined	0	2	2	6.67
Filed	3	1	4	13.33
Total	14	16	30	100.00

The next consideration is the relationship of delinquency and the level of intelligence. Table XV, Page 51, gives the frequency distribution of the I.Q.'s of those having only one charge against them and those having more than one charge.

TABLE XI

FREQUENCY DISTRIBUTION OF I.Q.'S OF THOSE HAVING ONLY ONE CHARGE AND THOSE HAVING MORE THAN ONE CHARGE

<u>I.Q.'s</u>	<u>No. having one charge</u>	<u>No. having more than one charge</u>	<u>Total</u>
55-60	1	0	1
60-65	0	2	2
65-70	3	4	7
70-75	3	5	8
75-80	6	1	7
80-85	3	2	5
Total	16	14	30
Mean I.Q.	74.13	71.21	



A comparison of the tables shows a difference of 2.92 I.Q. points between those having one charge and those having more than one. This difference is of no great significance.

Less than one-fourth of the total group were delinquent. Table XXI, Page 52, shows the delinquents and non-delinquents of the total group.

TABLE XXI

DELINQUENTS AND NON-DELINQUENTS OF THE TOTAL  
GROUP STUDIED

<u>Status</u>	<u>Number</u>	<u>Per cent</u>
Probationed	13	11.30
Served sentence	3	2.61
Serving sentence	8	6.96
Case Disposed	<u>6</u>	<u>5.22</u>
Total delinquents	30	26.09
Non-delinquents	<u>85</u>	<u>73.91</u>
Total	115	100.00%

VOCATIONAL FINDINGS:

Table XXII, Page 53, shows the number employed and those never employed, of the 115 people studied as a group.

Of the 12 who were never employed since leaving school, 11 comprised the low I.Q. group, the institutional cases.





These remained at home. One was in a T. B. Sanitorium. The one listed as "unknown" in those who were employed at some time, is the girl for whom the police have a surrender warrant. She has worked as a waitress, but her whereabouts being unknown at the time of the investigation, she has also been listed in this classification as "unknown." None of the 12 (10.43%) who had never been employed were capable of working.

TABLE XXII

GENERAL CLASSIFICATION OF THOSE WHO HAD WORKED AND THOSE WHO HAD NEVER WORKED

	<u>Number</u>	<u>Total</u>
Those never employed:		
In institutions--T. B.	1	
Unable to work	<u>11</u>	
	12	12
Those employed at some time:		
Working when interviewed	73	
In reformatory	10	
In army	4	
Unemployed	15	
Unknown	<u>1</u>	
	103	<u>103</u>
Total		115





For the most part, these young men and women found jobs that were unskilled or semi-skilled. Table XXIII, Page 54, gives a summary of the occupations of the 55 boys employed when the study was made.

TABLE XXIII

SUMMARY OF THE OCCUPATIONS OF THE 55 BOYS

<u>Occupation</u>	<u>No.</u>	<u>Occupation</u>	<u>No.</u>
Clerk	1	Odd Jobs	15
Delivery	9	Repair	12
Helper	14	Restaurant	11
Hospital Worker	9	Shoe Worker	24
Laborer	10	Tradesman	19
Mill Operative	64	Truckdriver	5
Miscellaneous	13		
Total			206

As shown in Table XXIV, Page 55, the 55 boys who had been employed had a total of 206 jobs, making an average of 4.00 jobs each.

A detailed analysis of the jobs held by the 55 boys in the study is shown as follows:





TABLE XXIV

ANALYSIS OF OCCUPATIONS HELD BY THE 55 BOYS

<u>Occupation</u>	<u>No.</u>	<u>Occupation</u>	<u>No.</u>
Clerk		Laborer	
Hardware store	<u>1</u> 1	Construction	1
Delivery Service		Mill	5
Cleaners	1	Street Dept.	<u>4</u> 10
Fruit Co.	2	Mill Operatives	
Grocery Co.	1	Burling	5
Ice	1	Carding	9
Laundry	1	Combing	10
Milk	2	Doffer	9
Oil	<u>1</u> 9	French Drawing	6
Helpers		Mending	3
Bleachery	3	Mule Spinning	5
Bricklayer	2	Percher	4
Carpenters	3	Ring Doffer	4
Foundry	2	Spinner	1
Millwright	1	Weaver	2
Painter	1	Winder	3
Shoe Repair	<u>2</u> 14	Wool-sorter	<u>2</u> 64
		Tool Sharpener	





TABLE XXIV (CONTINUED)

ANALYSIS OF OCCUPATIONS HELD BY THE 55 BOYS

<u>Occupation</u>	<u>No.</u>	<u>Occupation</u>	<u>No.</u>
Hospital		Miscellaneous	
Kitchen help	3	Boxmaker	3
Janitor	4	Gas station	2
Orderly	<u>2</u> 9	Newsboy	1
Odd Jobs		Pin-setter	2
Chicken store	1	Sprayer	2
Laundry sorter	4	Usher	<u>3</u> 13
Mattress filler	1	Shoe Factory Worker	
Packing cartons	3	Apprentice	4
Sweeper	4	Assembler	2
Window cleaner	<u>2</u> 15	Cutter	5
Repair		Packer	8
Automobile	3	Stitcher	<u>5</u> 24
Furniture	4	Tradesman	
Roofing	2	Bricklayer	2
Shoe	<u>3</u> 12	Carpenter	5
		Decorator	4
		Machinist	5
		Painter	2
		Tool Sharpener	<u>1</u> 19





TABLE XXIV (CONCLUDED)

ANALYSIS OF OCCUPATIONS HELD BY THE 55 BOYS

<u>Occupation</u>	<u>No.</u>	<u>Occupation</u>	<u>No.</u>
Restaurant		Truck Driver	
Bus boy	3	Woolen mills	<u>5</u> 5
Counterma <sup>n</sup>	1	Total	<u>206</u>
Dishwasher	4		
Kitchenman	1		
Waiter	<u>2</u> 11		

Looking over the occupations of the 55 boys, we find that the majority of them found work in the many woolen mills (31.07%) and in the shoe factory (11.65%). Nine and twenty-two hundredths per cent were classified as tradesmen, 7.28% as working on odd jobs, and 6.80% as helpers. The remaining 33.98% included nine occupations. These jobs are unskilled or semi-skilled and the work is repetitive and monotonous. They are for the most part jobs that people with high intelligence would tire of easily, or would consider beneath them. This is in agreement with the findings of Burt<sup>1</sup>.

A summary of the occupations of the 18 girls shows six different occupations represented. The girls held a total of

<sup>1</sup>Burt<sup>t</sup>, H. E., Principles of Employment Psychology. Houghton-Mifflin Company, Boston, 1926.





76 jobs in all, or an average of 4.22 jobs each. Table XXV, Page 58, represents the data.

TABLE XXV

SUMMARY OF THE OCCUPATIONS OF THE 18 GIRLS EMPLOYED

<u>Occupation</u>	<u>Number</u>
Clerk	3
Hairdresser	4
Hospital Worker	10
Hotel Worker	17
Mill Operative	24
Restaurant	<u>18</u>
Total	76

Table XXVI, Page 59, shows a detailed analysis of the occupations of the 18 girls employed.

The majority of the girls (31.6%) also found work in the mills. Twenty-three and seven tenths per cent worked in restaurants and 22.3% found varied jobs in hotels. The remaining 22.4% included three occupations in various forms.





TABLE XXVI

DETAILED ANALYSIS OF THE OCCUPATIONS OF THE 18 GIRLS

<u>Occupation</u>	<u>No.</u>	<u>Occupation</u>	<u>No.</u>
Clerk		Mill Operatives	
Bakery	1	Burler	7
Dept. Store	1	French drawing	3
Grocery	<u>1</u> 3	English drawing	3
Hairdresser	<u>4</u> 4	Mending	5
		Twister	2
Hospital Worker		Weaving	2
Cook's helper	2	Winding	<u>2</u> 24
Dishwasher	4	Restaurant	
Laundry	3	Cook	4
Waitress	<u>1</u> 10	Countergirl	6
Hotel Worker		Dishwasher	3
Chambermaid	4	Waitress	<u>5</u> 18
Cleaner	2	Total	76
Hat check girl	2		
Kitchen	3		
Waitress	<u>6</u> 17		





Many of these boys and girls obtained these jobs when help was desperately needed to fill woolen orders for the government during World War II. They performed their duties so well after they had been trained, that they became an asset to the companies employing them. But, when jobs are scarce, these industries will not be willing to train people for work, so herein lies a project that might easily be carried on by the special center as vocational training. A part-time work-school program could be set up to prepare the mentally retarded to step into jobs in these industries in which they have already proven themselves to be capable workers.

The weekly wages of this group was not checked, but in most cases is known to be accurate. An attempt was made to compare the wages these people obtained on their first job with the salary they were receiving on their present jobs. Table XXVII, Page 61, shows the salaries received by the 73 people employed at the time of the investigation.

Many of the people employed in the mills were working 40-48 hours a week with time-and-a-half for overtime, and this increased the median wage for the group. It is an indication, however, that the group as a whole is self-sufficient. Table XXVIII, Page 61, shows a comparison of the wages these same 73 people received on their first job.





TABLE XXVII

FREQUENCY DISTRIBUTION OF THE WEEKLY WAGES OF THE  
73 BOYS AND GIRLS EMPLOYED IN JANUARY, 1948

<u>Weekly Wages</u>	<u>Number</u>
Under \$25	8
\$26-\$30	12
\$31-\$34	19
\$35-\$39	14
\$40-\$44	8
\$45-\$49	5
\$50-\$54	<u>7</u>
Total	73
Median Wage	\$33.78

TABLE XXVIII

FREQUENCY DISTRIBUTION OF THE WEEKLY WAGES RECEIVED  
BY THE 73 BOYS AND GIRLS FROM THEIR FIRST JOBS

<u>Weekly Wages</u>	<u>Number</u>
Under \$20	49
\$21-\$24	13
\$25-\$29	6
\$30-\$34	3
\$35-\$39	<u>2</u>
Total	73
Median Wage	\$22.58

TABLE XXVII

FREQUENCY DISTRIBUTION OF THE WEEKLY WAGES OF THE  
73 BOYS AND GIRLS EMPLOYED IN JANUARY, 1948

<u>Weekly Wages</u>	<u>Number</u>
Under \$25	8
\$26-\$30	12
\$31-\$35	19
\$36-\$40	14
\$41-\$45	8
\$46-\$50	2
\$51-\$55	7
Total	73
Median Wage	\$33.78

TABLE XXVIII

FREQUENCY DISTRIBUTION OF THE WEEKLY WAGES RECEIVED  
BY THE 73 BOYS AND GIRLS FROM THEIR FIRST JOBS

<u>Weekly Wages</u>	<u>Number</u>
Under \$20	49
\$21-\$25	13
\$26-\$30	6
\$31-\$35	3
\$36-\$40	2
Total	73
Median Wage	\$22.58



An attempt was made to discover how these children obtained their jobs. As part of question 9 on the record blank, each one was asked this question. If they didn't care to tell, it was recorded as such. Table XXIX, Page 62, shows the answers given by the 73 employed.

TABLE XXIX

METHOD OF OBTAINING FIRST JOB BY THE 73 PEOPLE EMPLOYED

<u>How Job Was Obtained</u>	<u>Number</u>	<u>Per cent</u>
Relatives	31	42.4
Friends	19	26.1
Obtained own job	14	19.3
Couldn't remember or Didn't care to tell	<u>9</u>	<u>12.2</u>
Total	73	100.00%

The largest percentage obtained their jobs through relatives or friends. This is to be expected, as usually, in industry, people speak for their friends or relatives when they know there is to be a vacancy in the plant.

The employment history of these boys and girls reveals that 12 had never been employed because they were mentally incapable of obtaining a job. Fifteen were unemployed chiefly because there were no vacancies in their line of work. Thirty-two (27.83%) were employed 100% of the time. Data as

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Relatives	31	42.4
Friends	19	26.1
Obtained own job	14	19.3
Couldn't remember or Didn't care to tell	2	2.7
Total	73	100.00%

The largest percentage obtained their jobs through relatives or friends. This is to be expected, as usually, in industry, people speak for their friends or relatives when they know there is to be a vacancy in the plant. The employment history of these boys and girls reveals that 12 had never been employed because they were mentally incapable of obtaining a job. Fifteen were unemployed chiefly because there were no vacancies in their line of work. Thirty-two (27.6%) were employed 100% of the time. Data as



to percentage of time spent at work is given in Table XXX, Page 63.

TABLE XXX

PERCENTAGE OF TIME SPENT AT WORK BY THE 115  
BOYS AND GIRLS IN THE STUDY

<u>Per cent of Time Employed</u>	<u>Number</u>	<u>Per cent</u>
100	32	27.83
90-99	16	13.91
80-89	11	9.57
70-79	18	15.65
60-69	9	7.83
50-59	4	3.47
40-49	6	5.20
30-39	2	1.75
20-29	5	4.35
10-19	0	0.
1- 9	0	0.
0	<u>12</u>	<u>10.44</u>
Total	115	100.00%

It appears that these boys and girls were successful to a certain degree, but it must not be overlooked that the community offers many vocational opportunities in its many diversified industries. With careful guidance, placement and follow-up, and cooperation with industry in planning and





executing a vocational training program, it should be possible to obtain 100% employment for a much larger percentage of children leaving the special center.

### SUMMARY AND CONCLUSIONS

The following summary of statements is based on the findings of this survey. Many of these findings are applicable to the group of mentally retardates as a whole, others would apply only in the particular community in which the survey was conducted. The effect of the war on the industries in the community and the inability to check the reliability of all of the statements, makes it impossible to draw specific conclusions under each category with a population of this size. However, the following general statements are representative of the population studied.

### SUMMARY OF THE FINDINGS

#### GENERAL DATA:

1. The I.Q.'s of the 31 girls ranged from 35-90.
2. The I.Q.'s of the 84 boys ranged from 37-93.
3. The I.Q.'s of the 115 as a group ranged from 35-90.
4. The age span was from 21 years, 3 months to 31 years, 10 months.

#### EDUCATIONAL FINDINGS:

1. 6.9% had spent between 6 to 7 years in special classes.
2. 9.56% had spent 1 to 2 years in special.





## CHAPTER FIVE

### SUMMARY AND CONCLUSIONS

The following summary of statements is based on the findings of this survey. Many of these findings are applicable to the group of mentally retardates as a whole, others would apply only in the particular community in which the survey was conducted. The effect of the war on the industries in the community and the inability to check the reliability of all of the statements, makes it impossible to draw specific conclusions under each category with a population of this size. However, the following general statements are representative of the population studied.

#### SUMMARY OF THE FINDINGS

##### GENERAL DATA:

1. The I.Q.'s of the 31 girls ranged from 35-90.
2. The I.Q.'s of the 84 boys ranged from 37-90.
3. The I.Q.'s of the 115 as a group ranged from 35-90.
4. The age span was from 21 years, 5 months to 31 years, 10 months.

##### EDUCATIONAL FINDINGS:

1. 6.9% had spent between 6 to 7 years in special classes.
2. 9.56% had spent 1 to 2 years in special.





3. The greater number had spent more than 4 years in special.
4. The grade level of achievement ranged from the second half of Grade 1 through the second half of Grade 4, with a median grade of III-I.
5. 51.3% finished at levels between II-2 and III-2.
6. 20.87% failed to reach grade 2 level. This percentage included the very low I.Q. group.
7. 19.13% were not working up to capacity as they failed to go further than the first or second half of Grade IV. Many of the boys and girls at this end of the scale had the mental capacity to do sixth and seventh grade work.
8. At 16 years of age, 64.4% left school.

#### SOCIAL FINDINGS:

1. 17.8% of the 84 boys in the survey served in the armed forces in World War II.
2. 74% were ineligible for service: 1.1% was rejected as physically unfit; 26.24% were mentally or educationally inadequate, and 11.97% were rejected because of administrative reasons.
3. The I.Q.'s of those in the service ranged from 67-89.
4. Only one received a Dishonorable Discharge.
5. 64.5% of the girls were unmarried.  
22.5% were married.





- 13.0% were divorced.
6. 57.1% of the boys were single.  
34.5% were married.  
8.4% were divorced.
  7. The length of time they had been married ranged from 9 years, 10 months, to 3 years, 4 months.
  8. The 47 people married or divorced at the time of the study had a total of 56 offspring.
  9. 12 boys and 2 girls had a total of 31 charges recorded against them in juvenile court.
  10. Although 35.7% had only one charge against them, 28.5% had 3 charges and 14.4% had four.
  11. 13 boys and 3 girls, some of whom appeared in juvenile court, had a total of 52 charges against them in police court.
  12. Larceny accounted for 26.9% of the offenses. 17.3% were for assault and battery and 15.4% for sex offenses.
  13. Of the 30 cases in both juvenile and police court, 36.67% of the offenders were sentenced and 43.33% were put on probation.
  14. Of the group as a whole, 73.91% were non-delinquents and only 26.09% were classified as delinquents.
  15. There is no significant difference between the I.Q.'s of those having only one charge and those having more than one charge.





VOCATIONAL FINDINGS:

1. The 10.43% who had never been employed were not capable of working.
2. The jobs these people found were unskilled or semi-skilled.
3. Of the 55 boys employed at some time, each had had an average of 4.00 jobs each, or a total of 206 jobs.
4. 31.07% found work in the mills, and 11.65% in the shoe industry.
5. 9.22% were tradesmen; 7.28% were working at odd jobs and 6.80% were helpers.
6. The remaining 33.98% included 9 different occupations.
7. The 18 girls employed had held a total of 76 jobs in all or an average of 4.22 jobs each.
8. The majority of girls (31.6%) also found work in the mills.
9. Of the 73 boys and girls employed at the time of the survey, the median wage was \$33.78.
10. The median wage of these same 73 boys and girls on their first job was \$22.58.
11. 42.4% obtained their first job through relatives and 26.1% through friends.
12. Only 19.3% of the group obtained their own jobs.
13. 27.83% of the 115 had been employed 100% of the time since leaving school.

VOCATIONAL FINDINGS:

1. The 10.43% who had never been employed were not capable of working.
2. The jobs these people found were unskilled or semi-skilled.
3. Of the 25 boys employed at some time, each had an average of 4.00 jobs each, or a total of 100 jobs.
4. 31.07% found work in the mills, and 11.62% in the shoe industry.
5. 9.32% were tradesmen; 7.28% were working at odd jobs and 6.80% were helpers.
6. The remaining 33.93% included 9 different occupations.
7. The 15 girls employed had held a total of 76 jobs in all or an average of 4.52 jobs each.
8. The majority of girls (31.6%) also found work in the mills.
9. Of the 73 boys and girls employed at the time of the survey, the median wage was \$33.78.
10. The median wage of these same 73 boys and girls on their first job was \$22.58.
11. 42.4% obtained their first job through relatives and 26.1% through friends.
12. Only 19.3% of the group obtained their own jobs.
13. 27.83% of the 113 had been employed 100% of the time since leaving school.



14. 10.44% had never been employed.
15. 78.26% had been employed 50% of the time since leaving school.

The following general conclusions may be drawn from the findings of this study. The experimental findings show that occasionally, the special center is not meeting the needs of the mentally retarded children it supposedly serves. Various types of cases, discipline problems and mentally retarded children are all grouped together in the center, and the real aim of special education is lost in an attempt to take care of three distinct groups in a school that is organized to handle only one—the mentally retarded, capable of some progress. It is this group, then, that suffers because it not obtaining the individual attention and help that need, they fail to achieve satisfactorily to the level to which they are mentally capable. State law says that public schools are to receive admittance to children with I.Q.'s below 70, but, if the community is desirous of caring for this low I.Q. group because they are unable to gain admittance to State hospitals because of crowded conditions, they should set up a class especially designated for such cases in charge of a teacher who has the ability and training to handle such children.

Children who are discipline problems in the regular grades, but who have the intelligence to do the work of the grade should be referred to a Child Guidance Clinic or a Child Psychologist and have the cause of their problem diagnosed rather than be placed in the center.

14. IO.IAS had never been employed.

15. Y8.265 had been employed 50% of the time since

leaving school.



GENERAL CONCLUSIONS:

The following general conclusions may be drawn from the findings of this study. The educational findings show that educationally, the special center is not meeting the needs of the mentally retarded children it supposedly serves. Institutional cases, discipline problems and mentally retarded children are all grouped together in the center, and the real aim of special education is lost in an attempt to take care of three distinct groups in a school that is prepared to handle only one--the mentally retarded, educable to some degree. It is this group, then, that suffers because in not obtaining the individual attention and help they need, they fail to achieve academically to the level to which they are mentally capable. State law says that public schools may refuse admittance to children with I.Q.'s below 50, but, if the community is desirous of caring for this low I.Q. group because they are unable to gain admittance to State hospitals because of crowded conditions, they should set up a class especially designated for such cases in charge of a teacher who has the ability and training to handle such children.

Children who are discipline problems in the regular grades, but who have the intelligence to do the work of the grade should be referred to a Child Guidance Clinic or a Child Psychologist and have the cause of their problem diagnosed rather than be placed in the center.

GENERAL CONCLUSIONS:

The following general conclusions may be drawn from the findings of this study. The educational findings show that educationally, the special center is not meeting the needs of the mentally retarded children it supposedly serves. Institutional cases, discipline problems and mentally retarded children are all grouped together in the center, and the real aim of special education is lost in an attempt to take care of three distinct groups in a school that is prepared to handle only one--the mentally retarded, educable to some degree. It is this group, then, that suffers because in not obtaining the individual attention and help they need, they fail to achieve academically to the level to which they are mentally capable. State law says that public schools may refuse admittance to children with I.Q.'s below 50, but, if the community is desirous of caring for this low I.Q. group because they are unable to gain admittance to State hospitals because of crowded conditions, they should set up a class especially designated for such cases in charge of a teacher who has the ability and training to handle such children.

Children who are discipline problems in the regular grades, but who have the intelligence to do the work of the grade should be referred to a Child Guidance Clinic or a Child Psychologist and have the cause of their problem diagnosed rather than be placed in the center.



The findings show conclusively that a change is needed in the referral and placement of children in the center, and the curriculum needs appraisal and reorganization. An adequate and varied vocational training program is badly needed for these boys and girls.

Few of the parents of these children had ever been inside the schools their children were attending and many of them, in all probability, did not understand the purpose of the special classes. It seems that the public in general needs to be educated to understand the purpose and necessity for the center. Although the school system as a whole does not have a Parent-Teacher Organization, such an association would serve to great advantage and is something that is desperately needed for these boys and girls.

When these boys leave the center, their formal education ceases. If jobs are scarce, they must depend on their parents for support because they have not had any pre-vocational training. An industrial arts course that will include machine-shop work, metal work and printing is greatly to be desired. The establishment of a vocational school to supplement the special class training or a part-time work-school placement program with the cooperation of the local industries would make the transfer from school to work easier for these boys as they would have self-assurance in the knowledge that they are trained for a place in the world of work.





Not many of the group became delinquents, but those who did, tended to repeat their acts. Larceny was the most frequent charge. No significant difference was found in the I.Q.'s of delinquents and non-delinquents.

The group as a whole, with a very wide range of I.Q.'s gave evidence of the following:

1. They found employment in unskilled or semi-skilled work.
2. The majority of them showed no delinquent tendencies.
3. Those who were married were well adjusted and capable of supporting their families.
4. There is need for a pre-vocational training program.
5. These children need systematic guidance and follow-up.
6. It is necessary that these children work to capacity and reach the highest level of achievement possible for them before they leave school.





### SUGGESTIONS FOR FURTHER STUDY

1. An intensive study of the social adjustments made by a group of children with I.Q.'s of 80-90 who attended special classes compared with a similar group that remained in the grades.
2. A comparison of the vocational adjustments made by a group of special class boys who had vocational training with a group that had little or no vocational training.
3. An intensive study of the number of illegitimate children born to girls who attended special classes.
4. A study of the adjustments made by children transferred to special classes at an early age with those who were not changed until they were over 13.
5. Comparison of the social adjustment of a group of special class pupils who have had careful guidance and follow-up with a group which has had no guidance.
6. A study of the grade placement of children whose parents were former special class students.
7. An investigation of the percentage of people in the community who were aware of the existence of the center and understood its purpose.





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